

3041 **CHAPTER 7: CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS**
3042 **KINDERGARTEN AND GRADES ONE THROUGH EIGHT**

3043 In January 2001, the California State Board of Education adopted Visual and Performing
3044 Arts Content Standards for Grades preK-12 (referred to as the standards) that describe
3045 what students should know and be able to do at each grade level. The Standards define
3046 the essential skills and knowledge in visual and performing arts that will prepare
3047 California students for entrance into the University of California or California State
3048 University system, and for entrance into a global industry. Students should have the
3049 opportunity to learn visual and performing arts through the skills, knowledge, and
3050 activities called for in the standards. When deciding to use print instructional resources
3051 or electronic or a combination of both, the goal should be increasing student achievement
3052 increasing access to resources and enhance creative abilities. Instructional materials
3053 should facilitate students achieving the standards while inspiring the production and
3054 performance of works of art.

3055 These criteria will guide the development and govern the adoption cycle of instructional
3056 materials for kindergarten and grade one through eight beginning in 2006. These criteria
3057 do not recommend or require one particular pedagogical approach. The numerical order
3058 of the criteria within each category does not imply their relative importance. Publishers
3059 and local educational agencies may also use these criteria as a guide for the development
3060 and selection of instructional materials for grades 9 through 12.

3061 These criteria provide categories for evaluating instructional materials:

- 3062 1. Visual and Performing Arts Content/Alignment with the Standards: the content as
3063 specified in the Visual and Performing Arts Content Standards (see Chapter 3).
- 3064 2. Program Organization: the sequence and organization of the visual and performing
3065 arts program
- 3066 3. Assessment: the strategies presented in the instructional materials for measuring what
3067 students know and are able to do

- 3068 4. Universal Access: the information and ideas that address the needs of each and every
3069 student, including those with diverse learning styles and abilities
- 3070 5. Instructional Planning and Support: the information and materials, typically including
3071 a separate edition specifically designed for use by teachers, to assist teachers in the
3072 implementation of the visual and performing arts programs.
- 3073 Visual and performing arts materials must support teaching aligned with the Standards.
3074 Materials that fail to meet the visual and performing arts content criteria in Criterion
3075 Category 1 will not be considered satisfactory for adoption. Only those materials
3076 determined to meet Criterion Category 1 will be evaluated under Criteria Categories 2
3077 through 5.
- 3078 Instructional materials in the visual and performing arts should concentrate on the full
3079 development of content as described in the standards. To promote efficiency in
3080 presentation, extraneous content must be insignificant and not contrary to the standards
3081 and must not detract from the ability of teachers to teach readily and students to learn
3082 thoroughly the content specified in the standards.
- 3083 Category 1: Visual and Performing Arts Content/ Alignment with Standards
- 3084 Instructional materials support teaching and learning the skills and knowledge in a
3085 discipline at a grade level described in the standards. The order of standards does not
3086 imply an organization for the materials.
- 3087 To be considered suitable for adoption, instructional materials in visual and performing
3088 arts must provide:
- 3089 1. A full program that includes all standards in one or more disciplines at one or
3090 more grade levels.
- 3091 2. A list of evidence, with page numbers and/or other appropriate references that
3092 demonstrates alignment with the standards (as detailed, discussed, and prioritized
3093 in chapter 3 of the Framework).

- 3094 3. All content Standards as specified at each grade level or for a discipline at the
3095 grade levels submitted, supported by topics or concepts, lessons, activities,
3096 examples, and/or illustrations, etc., as appropriate.
- 3097 4. Accurate content with examples drawing upon current and confirmed research to
3098 support the teaching visual and performing arts.
- 3099 5. Opportunities for students to increase their knowledge of the visual and
3100 performing arts through study of the historical development of artistic concepts
3101 and examples of the lives, work, and contributions of artists and innovations, as
3102 they contribute to an understanding of the Standards.
- 3103 6. Opportunities for students to study connections between visual and performing
3104 arts disciplines in order to support understanding of the grade-level designated
3105 California content Standards for dance, music, theatre, and the visual arts.
- 3106 7. Visual and performing arts content that is presented in interesting and engaging
3107 ways to students.
- 3108 8. Visual and performing arts terms and academic vocabulary that are appropriately
3109 used and accurately defined.
- 3110 9. Clear procedures and explanations of underlying concepts, principles, and
3111 theories that are integral to and supportive of the teaching and learning of art
3112 forms, so that performance skills are learned in the context of specific content
3113 Standards.
- 3114 10. Formal and informal presentations of student work and artwork focused on
3115 demonstrating the artistic elements and principles in the content area, resulting in
3116 meaningful learning.
- 3117 11. Examples for student work use readily available materials.
- 3118 12. Where appropriate, reading of arts texts and writing opportunities aligned with the
3119 appropriate English-Language Arts Content Standards for that grade level.

- 3120 13. Graphics (pictures, maps, charts) that are accurate, well annotated, or labeled,
3121 enhancing the student's focus and understanding of the content.
- 3122 In addition, instructional materials in the visual and performing arts are encouraged to
3123 include:
- 3124 1. Reinforcement of the grade-level designated content standards for mathematics,
3125 science, history-social science, English/language arts to explain relationships and
3126 solve problems, when appropriate.
- 3127 2. Identification of key Standards for each arts discipline when addressed.
- 3128 3. The contributions of the arts to the larger culture and the impact of the arts on society.
- 3129 4. The contribution and impact that contemporary media artwork, processes, and
3130 concepts have on each arts discipline.
- 3131 5. Electronic resources that add richness and depth of understanding to the Standards
3132 being taught.
- 3133 Category 2: Program Organization
- 3134 Sequential organization of the visual and performing arts program provides structure
3135 concerning what students should learn each year and allows teachers to convey the visual
3136 and performing arts content efficiently and effectively. The content will be well
3137 organized and presented in a manner consistent with providing all students an opportunity
3138 to achieve the essential knowledge and skills described in the Standards. The content
3139 also reflects the variety of instructional models, staffing, and facility choices at a given
3140 school site.
- 3141 To be considered suitable for adoption, instructional materials in the visual and
3142 performing arts must provide:

- 3143 1. Instructional materials, aligned with the Standards, that introduce new concepts at a
3144 reasonable pace with depth of coverage and explicitly prepare students to master
3145 content at each grade level, preparing them to advance.
- 3146 2. A variety of experiences, problems, applications, and independent practice, that
3147 organize the content in the grade level in a logical, systematic way, so that
3148 prerequisite skills and knowledge are developed before the more complex concepts,
3149 principles, and theories that depend on them.
- 3150 3. A well-organized structure that provides students with the opportunity to understand
3151 artistic concepts, principles, and theories and builds on a foundation of facts, skills
3152 and inquiry.
- 3153 4. A logical, coherent, and sequential organizational structure that facilitates efficient
3154 and effective teaching and learning in a lesson, unit, and year aligned with the
3155 Standards.
- 3156 5. Clearly stated student outcomes and goals that are measurable and standards-based.
- 3157 6. An overview of the content in each chapter or unit that outlines the visual and
3158 performing arts concepts and skills to be developed.
- 3159 7. Guidelines for a safe environment or facility appropriate to the level of physical
3160 performance and training difficulty in the arts curriculum.
- 3161 8. Tables of contents, indexes, glossaries, electronic-based resources and support
3162 materials, content summaries, and assessment guides are designed to help teachers,
3163 parents/ guardians, and students navigate the program.
- 3164 In addition, instructional materials in the visual and performing arts are encouraged to
3165 include:
- 3166 1. Guidelines for implementation of the instructional content within disciplines that
3167 reflect general or specialized facilities, various staff expertise, and/or a range of
3168 school resources.

3169 **2.** A standards-based curriculum that includes contemporary media technologies and/or
3170 uniquely organized resources that support universal access to information and
3171 enhance teaching and learning in the arts.

3172 **3.** Delivery of instructional program or units through alternative formats and/or
3173 methods, including but not limited to, videotape, interactive media, CD-ROM,
3174 Internet, or Web-based access.

3175 **4.** Resources that are electronic or digital reproductions of text should be provided to
3176 facilitate ease of duplication and distribution or support for universal access.

3177 Category 3: Assessment

3178 Assessment measures what students know and are able to do. Instructional resources
3179 should contain multiple measures to assess student progress. Assessment measures
3180 should reveal students' knowledge of visual and performing arts concepts, principles,
3181 theories and skills as well as the ability to apply their knowledge to understanding
3182 advanced concepts, principles, and theories. Assessment tools that are part of the
3183 instructional material should provide both evidence of students' progress towards
3184 meeting the Standards, and useful information for planning and modifying instruction to
3185 help all students meet or exceed the Standards.

3186 To be considered suitable for adoption, instructional materials in the visual and
3187 performing arts must provide:

3188 1. Strategies and tools reflective of the assessment guidelines presented in Chapter 5
3189 (e.g., entry level, progress monitoring, summative).

3190 2. Multiple measures of individual student progress at regular intervals to evaluate
3191 grade-level mastery of the Standards.

3192 3. Guiding questions to monitor student understanding of the arts.

3193 In addition, instructional materials in the visual and performing arts are encouraged to
3194 include:

- 3195 1. Suggestions for methods of comparing a student's work over time (e.g., portfolios,
3196 presentations, performances, journals, CDs, etc.).
- 3197 2. Electronic tools that provide data for diagnostic purposes, organized using human
3198 computer interaction principles such as Help windows, navigation bars, and font/
3199 color conformity across platform. These user-friendly tools are easy to install, and
3200 navigate and capable of being networked, with clear direction for use with other
3201 curriculum components.
- 3202 Category 4: Universal Access
- 3203 Instructional materials should provide access to the Standards-based curriculum for all
3204 students, including those with diverse learning styles and abilities. Programs must
3205 conform to the policies of the State Board, as well as other applicable state and federal
3206 guidelines, pertaining to diverse populations and special education.
- 3207 To be considered suitable for adoption, instructional materials in the visual and
3208 performing arts must provide:
- 3209 1. Suggestions for adapting curriculum and instruction to meet students' diverse
3210 learning styles and abilities based on current and confirmed research.
- 3211 2. Strategies to help students who are below grade level in the visual and performing
3212 arts Standards.
- 3213 3. Strategies to help students reading below grade level understand the visual and
3214 performing arts content.
- 3215 4. Suggestions that allow advanced learners to study standards-based content in greater
3216 depth.
- 3217 In addition, instructional materials in the visual and performing arts are encouraged to
3218 include:
- 3219 1. Lesson materials that optimize presentation clarity and student focus.

- 3220 2. Electronic tools aligned with industry standards for universal access (including
3221 text and audio enhancement) and multiple levels of difficulty that can be adjusted
3222 by the teacher or student.

3223 Category 5: Instructional Planning and Support

3224 Teacher support materials should be built into the instructional materials and should
3225 specify suggestions and illustrative examples of how teachers can implement a
3226 Standards-based visual and performing arts program. Assistance should be designed to
3227 help the teacher implement the program in a way that ensures all students have the
3228 opportunity to learn the essential skills and knowledge called for in the Standards. These
3229 criteria do not recommend or require one particular pedagogical approach. Publishers
3230 should make recommendations to teachers regarding instructional approaches that fit the
3231 instructional goals. Programs should provide teachers with a variety of instructional
3232 approaches, which might include, but are not limited to, direct instruction, reading,
3233 writing, demonstrations, creation of artwork, and Internet use and inquiry.

3234 To be considered suitable for adoption, instructional materials in the visual and
3235 performing arts must provide:

- 3236 1. Clearly explicit, systematic, and accurate procedures and prompts, explanations of
3237 background, concepts, principles, and theories that understandable to specialist and
3238 generalist classroom teachers.
- 3239 2. Strategies to identify and correct common student misconceptions of the visual and
3240 performing arts concepts.
- 3241 3. A variety of effective teaching strategies for flexible implementation.
- 3242 4. Lesson plans that reflect properly sequenced instruction with appropriate procedures
3243 understandable to specialists and generalist classroom teachers.
- 3244 5. A number of possible strategies for lesson pacing.

- 3245 6. Suggestions on the use of student assessment data for instructional planning purposes
3246 within the program.
- 3247 7. Resources that reflect strategies proven successful in engaging all students in full
3248 participation, varied thinking, and meaning-centered tasks.
- 3249 8. A list of suggested equipment, supplies, and facilities that support implementation of
3250 a Standards-based program.
- 3251 9. Guidelines to ensure classroom safety and effective use and care of required
3252 equipment, materials and supplies called for by the program during artwork lessons
3253 and demonstrations.
- 3254 10. Suggestions for organizing and storing resources in the classroom.
- 3255 11. Economical equipment and supplies with recommendations for their use (included
3256 with the materials) and/ or recommendations for using and obtaining alternative
3257 materials and equipment that are readily obtainable.
- 3258 12. The program as packaged for sale contains all components necessary for helping
3259 students to meet the state requirements, including reproducible masters.
- 3260 13. A plan for professional development and continuous technical support in the use of
3261 materials for the implementation of the program.
- 3262 14. Technical support and suggestions for appropriate use of instruments, tools,
3263 equipment, audiovisual, multimedia, and information technology resources associated
3264 with the program.
- 3265 In addition, instructional materials in the visual and performing arts are encouraged to
3266 include:
- 3267 1. Suggestions for the use of community resources to support the program.
- 3268 2. References and resources to provide the teacher with further study of the visual
3269 and performing arts content.

- 3270 3. Suggestions for student study that explore the content in the Standards at great
3271 depth.
- 3272 4. Support materials that reinforce, model, and demonstrate effective teaching
3273 strategies for teacher use (e.g., video demonstration lessons, simulations, on-line
3274 resources).
- 3275 5. Homework assignments and periodic letters to the home in support of student
3276 learning and presented so that parents/guardians can easily support their child's
3277 academic success.
- 3278 6. Suggestions for informing parents/guardians and the community about the visual
3279 and performing arts program.
- 3280 7. Electronic tools, including lesson plan builders, teacher presentations, and
3281 technical and implementation support.
- 3282 8. Electronic resources that promote teacher/student interaction and critical thinking
3283 such as presentations with designated points for discussion, interactive
3284 simulations, role playing, or multiuse systems.
- 3285
- 3286 Special Consideration: Alternative Delivery Systems
- 3287 New media and electronic technology include systems, materials, and processes that
3288 change the art-making process by creating and communicating aesthetic ideas, enhancing
3289 access to artistic media and information, and extending the moment in any of the arts for
3290 the purpose of instruction, critique, reflection, or assessment. New media and electronic
3291 technology are vehicles for expressing ideas and creating artwork and tools for the
3292 recording and storage of artwork already created. New media and electronic technology
3293 should involve the creation of new expressions rather than simply replicating text-based
3294 materials in an electronic format.

- 3295 To be considered suitable for adoption, instructional materials incorporating new media
3296 and electronic technology must have these attributes:
- 3297 1. A standards-based curriculum that includes contemporary media technologies
3298 and/or uniquely organized resources that support universal access to information
3299 and enhance teaching and learning in the arts.
 - 3300 2. Delivery of an instructional program or units through alternative formats and/or
3301 methods, including but not limited to videotape, interactive media, CD-ROM, the
3302 Internet or Web-based access.
 - 3303 3. Technical support and suggestions for appropriate use of instruments, tools,
3304 equipment, audiovisual, multimedia, and information technology resources
3305 associated with the program.
 - 3306 4. Electronic resources that promote teacher/student interaction and critical thinking,
3307 such as presentations with role playing or multiuse systems.
 - 3308 5. Electronic resources are cross-platform (e.g., able to use on Window-based and
3309 Mac OS systems) and use available media systems.
 - 3310